

Assessment for Speaking Skills-Developed by Catherine Johnson (Georgia Southern University)

Production/Vocabulary	Grammar: Basic and Complex	Quality of Response	Approximate ACTFL Level
0-No response. Not in German. "I don't know" or "don't understand."	0-Speaker does not produce any phrases or sentence-level discourse.	0- The responses are completely unintelligible, illogical or clear evasions of the questions.	Zero Proficiency
1- A few isolated words or memorized phrases. Extremely limited vocabulary. Rare instances of fluency and/or ease of expression.	1- No control of basic or level I complex structures. All attempts to form these structures are incorrect OR very limited number of attempts.	1- Mostly unintelligible due to errors in pronunciation, grammar, and/or incorrect vocabulary usage. A small hint of logic may be evident.	Novice-Low
2- Several isolated words and phrases. Very limited vocabulary. Limited instances of fluency and/or ease of expression.	2- Limited control of basic and level I complex structures. Nearly all attempts are incorrect OR somewhat limited number of attempts.	2- Responses understood with difficulty due to errors in grammar, vocab. and/or pronunciation. OR responses are minimally logical.	Novice-Mid
3- A few isolated sentences. Limited basic vocabulary. Some instances of fluency and/or ease of expression	3- Some control of basic and level I complex structures. Nearly all attempts are somewhat correct.	3-Responses understood with some difficulty . OR Most responses are partially logical.	Novice-High
4- Several isolated sentences. Ideas linked with basic connectors. General variety of basic vocab. Occasional instances of fluency and/or ease of expression	4- Nearly full control of basic and level I structures. Some limited control of level II complex structures may exist. Or very limited attempts of level II structures.	4- Responses understood with little difficulty . Most responses are generally logical.	Intermediate-Low
5- Several strings of sentences. Ideas linked with basic connectors. General variety of basic and intermediate vocab. Fluency and ease of expression is present but not sustained .	5- Full control of basic and level I complex structures. Some control of level II complex structures. Or somewhat limited attempts of level II structures.	5- Responses understood with little difficulty. Nearly all responses are fully logical .	Intermediate-Mid
6-Paragraph level discourse is present and partially sustained. Vocabulary is mostly varied. Fluency and ease of expression somewhat sustained .	6- Full control of both basic and level I structures. Nearly full control of level II complex structures.	6- Responses understood with no difficulty . All responses are fully logical .	Intermediate-High

7- Paragraph level discourse is generally sustained. Vocabulary is mostly varied. Occasional idiomatic usage. Fluency and ease of expression generally sustained. Hesitation gen. present.	7- Full control of basic, level I and level II complex structures. Some control of level III complex structures.	7- Responses understood with no difficulty. Responses are fully logical. Emerging ability to demonstrate creative, critical or abstract thinking using German.	Advanced-Low
8--Paragraph level discourse is mostly sustained. Vocabulary is mostly varied. Somewhat more frequent idiomatic usage. Definitive fluency and ease of expression, but with some hesitation.	8- Full control of basic, and levels I-III complex structures. Limited control of level IV complex structures OR no level IV attempts.	8- Responses understood with no difficulty. Responses are fully logical. Ability to demonstrate creative, critical or abstract thinking using German generally evident.	Advanced-Mid
9- Paragraph level discourse is fully maintained. Abundant variety of vocabulary. Several instances of idiomatic usage. Full fluency and ease of expression clearly present. Rare hesitation.	9- Full control of basic and levels I-III structures. Some control of level IV structures.	9- Responses understood with no difficulty. Responses are fully logical. Ability to demonstrate creative, critical or abstract thinking using German fully evident.	Advanced-High
10-- Lengthy and extended discourse. Abundant variety of vocabulary. Substantial idiomatic usage. Full fluency and ease of expression clearly present. Rare hesitation.	10- Full control of basic, and levels I-IV complex structures. Limited control of level V complex structures. OR no level V attempts.	10- Responses understood with no difficulty. Responses are fully logical. Ability to demonstrate superior levels of creative, critical or abstract thinking using German fully evident.	Superior
11- Highly sophisticated and tightly organized extended discourse- resembles written text. Abundant variety of vocab and idioms-all used correctly and appropriately. Exceptional fluency and ease of expression. No hesitation.	11- Full control of basic and levels I-V complex structures.	11-Responses understood with no difficulty. Responses are fully logical. Ability to demonstrate extraordinary levels of creative, critical or abstract thinking using German fully evident.	Distinguished

Notes for 0-level responses: The entire sample merits a 0 if the response is completely unintelligible, illogical, a clear evasion of the question and/or is not in German.

Explanations for Basic and Complex Grammar Levels- Developed by Catherine Johnson

(Novice) Basic Structure: Subject + regular verb conjugation. Also includes appropriate capitalization, spelling of basic vocabulary(chapters A-3) and use of umlauts.

Examples: Ich singe. Der Mann geht.

(Novice) Level I Complex Structures (chapters A-3 grammar): irregular verbs, accusative, coordinating conjunctions (und, aber, oder), modals (kann, muss, soll...), inverted word order...

Examples: Ich habe einen Hund. Mein Freund kann singen. Ich habe eine Jacke, aber mein Freund hat keine Jacke. Mein Vater liest gern Bücher. Am Freitag gehen wir ins Kino.

(Intermediate) Level II Complex Structures(chapters 3-6):subordinating clauses (wenn, weil...), dative, past tense

Examples: Wenn ich Hunger habe, esse ich einen Hamburger. Ich bin letzten Sommer nach Deutschland gereist.

(Advanced) Level III Complex Structures(chapters 7-12):passive voice, relative pronouns, subjunctive II, adjective endings, genitive...

Examples: Die Demonstranten wurden von der Polizei geschlagen. Die Frau, der der Mann geholfen hat, war überhaupt nicht dankbar.

(Superior/Distinguished) Level IV Complex Structures (3000/4000 level courses): subjunctive I, extended adjectives, adjective endings...

Examples: Im syrischen Kobane eroberten sie Teile der umkämpften Stadt, im Nordirak wehrten Peschmerga-Kämpfer einen Angriff des IS ab- mit deutschen Waffen.

(Superior/Distinguished) Level V Complex Structures(Graduate School): double infinitives, various combinations of double infinitives with subordinating conjunctions and subjunctive, idiomatic usage...

Examples: Die USA haben sich vor einem Uno-Ausschuss dazu bekannt, nach dem 11. September 2001 Foltermethode eingesetzt zu haben. Das Gremium hielt der US-Delegation zudem vor, noch immer illegale Methoden anzuwenden.

Scoring Guide

Developed by Catherine Johnson with input from Joe Goldstein (Georgia Southern University)

Approx. ACTFL Level	Points Earned	1000 Level Grade/Percent	2000 Level Grade/Percent	3000 Level Grade/Percent	4000 Level Grade/Percent
Distinguished	11.0				
Superior	10.0-10.9				
Advanced High	9.0-9.9				
Advanced Mid	8.0-8.9				*100-109%
Advanced Low	7.0-7.9			*100-109%	90-99%-A
Intermediate High	6.0-6.9		*100-109%	90-99%-A	80-89%-B
Intermediate Mid	5.0-5.9	*100-109%	90-99%-A	80-89%-B	70-79%-C
Intermediate Low	4.0-4.9	90-99%-A	80-89%-B	70-79%-C	60-69%-D
Novice High	3.0-3.9	80-89%-B	70-79%-C	60-69%-D	51-59%-F
Novice Mid	2.0-2.9	70-79%-C	60-69%-D	51-59%-F	40-50%
Novice Low	1.0-1.9	60-69%-D	50-59%-F	40-49%	30-39%
Novice Low-	0.1-0.9	51-59%-F	41-49%	31-39%	21-29%
Zero Proficiency	0.0	0.0	0.0	0.0	0.0

Notes for 0-level responses: The entire sample merits a 0 if the response is completely unintelligible, illogical, a clear evasion of the question and/or is not in German.

The student's score is reached by adding the scores from "Production/Vocabulary", "Grammar: Basic and Complex", "Quality of Response" and dividing the result by 3.

For example 4 (Production/Vocabulary) + 3 (Grammar: Basic and Complex) + 3.5(Quality of Response) =10.5

10.5/3=3.5 or Novice-High. A "3.5" is an "85%" for a 1000 level course.

Language for these rubrics was adapted in part from the scoring criteria of the American Council on the Teaching of Foreign Languages (ACTFL) and the College Board's Advanced Placement (AP) scoring guidelines.

The scoring guidelines are based on the Department of Foreign Language's expectations for student performance at the end of the 1000, 2000, 3000, and 4000 course level.

Assessment for Listening Skills- Developed by Catherine Johnson (Georgia Southern University)

Grading Listening Comprehension-Novice to Intermediate High

Student Task

The student will...

1. listen to an audio file in German in the Intermediate Low- High range, which will be played 3 times.
2. take notes in German or in English while listening to help him/her remember what was discussed.
3. write a summary in English of what was discussed in English, providing as much detail as possible, including his/her opinion of what was discussed.

Instructor Task- Assessing Student Performance

The instructor will...

1. read a detailed English transcription of what was discussed on the audio file.
2. rate the student's English summary in comparison to the detailed description according to the following guidelines.

95-100%: Substantial information provided. (almost every detail) Nearly all info is accurate. (IH)

85-90%: All basic information provided (general detail). Comprehension is mostly accurate. (IM)

75-80%: Some basic information provided. (some detail) Comprehension is often uneven.(IL)

65-70%: A few bits of information provided. (maybe one detail). Comprehension is very uneven. (NH)

55-60%: A few high frequency, isolated words and phrases provided. (no details). Comprehension of message is nearly non-existent. (NM)

Unacceptable Level of Proficiency- Virtually no comprehension of any kind of spoken message (NL)

50% and lower: 5 or less words and/or phrases recognized.

- 4: 4 individual words and/or phrases recognized.
- 3: 3 individual words and/or phrases recognized.
- 2: 2 individual words and/or phrases recognized.
- 1: 1 individual word and/or phrase recognized.
- 0: 0 individual words and/or phrases recognized.

IV. Listening Skills

A. Listen to the conversation between Frau Beidenbach and Herr Blömer. Your instructor will play the audio text 3 times. After listening, write a summary of it **in English** providing as much detail as you can. Finally, give your opinion about what was discussed.

Neue Vokabeln

das Druckgefühl- feeling of pressure

das Beruhigungsmittel- tranquilizer

der Nebeneffekt- side effect

das Herzrasen- a racing heart (heart palpitations)

wichtige Sitzungen- important meetings

die Lebensweise- life style

While you are listening, you may take notes here (in German or in English) to help you remember what was said.

Write your **English** summary here:

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

D. A telephone call to the doctor.

Good afternoon Mr. Doctor Blömer.

Good afternoon Mrs. Breidenbach. What can I do for you?

I don't really know yet. I'm probably just overworked. I'm not feeling well at all.

Describe your symptoms to me.

I woke up with a racing heart twice last week, have no appetite and am almost always tired.

Do you have any pain?

Actually no. My stomach is just very nervous, and sometimes I have a feeling of pressure in my stomach.

When do you have this feeling of pressure?

Mostly before important meetings.

That all sounds like symptoms of stress. I can prescribe tranquilizers for you, and recommend that you participate in a recreational sport.

Are there perhaps natural remedies that have very little side effects?

Yes of course. But no medicine in the world can help against (protect you from) an unhealthy lifestyle. Here at the center for continuing education in Berlin there are courses being offered for stress reduction.

That sounds good. I had actually been thinking about yoga.

That will also work. But nevertheless I'll examine your stomach, in order to see if your stomach pains actually do have different cause.

Translation of audio text taken from:

Kontakte: A Communicative Approach by Erwin Tschirner, Brigitte Nikolai and Tracy D. Terrell
7th edition

